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ABSTRACT

Prepared as a guide for summer camp administrators, this manual and this wellness program are built upon six principal concepts: enjoying fitness; eating well; taking care of oneself; enjoying life; relating to others; and being part of the world. Wellness is described as serving to awaken one's awareness to lifestyle norms and practices that contribute more to an illness culture than to a true state of fitness and health. The administrator's personal commitment to a wellness lifestyle is seen as essential to the program's success. Accordingly, a Lifestyle Assessment Inventory and an Individual Action Plan are included so the administrator may examine his lifestyle and consider a plan for change. A similar inventory aids in examining the degree to which wellness is part of a camp and assists in a program for improvement. A strategy for building wellness programs is outlined and discussed according to five developmental levels: analysis; support; program development; implementation; and evaluation. One task in the area of program development involves tempering the promotion of wellness to avoid obscuring and competing with the regular camp program. Another task involves working for a gradual and realistic change. Specific information is included on the development, implementation and maintenance of wellness programs. (AN)

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ADMINISTRATOR'S GUIDE

BUILDING WELLNESS LIFESTYLES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Building Wellness Lifestyles

Administrator's Guide

Written by
Larry Koss and Michael Ketcham
under the direction of
Robert Allen, Ph.D., and D. Halbe Brown

Designed and produced by
Design Farm Productions, Branchville, N.J.
Illustrated by
Denise Brunkus

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Contributions to this manual were made from the writings of Charles Kuntzleman, Don Ardell, and Bill Hettler. Ideas for several of the wellness activities originated with the following Frost Valley staff members: Joy White, Shirley Kay, Barbara J. Smith, Valerie Kay, Ceil Smith, and June Maiers.

The Frost Valley YMCA Wellness Advisory Council has provided guidance and direction in the development of the overall wellness program. Their membership consists of:

Dr. Robert Allen
President, Human Resources Institute

Dr. Donald B. Ardell
Wellness Consultant and Author

D. Halbe Brown
Executive Director, Frost Valley YMCA

Dr. Everett Clinchy
Founder, National Conference of Christians and Jews

Dr. William Hettler
Director of Health Education, University of Wisconsin, Stevens Point

Dr. Robert Johnson
Department of Pediatrics, New Jersey Medical School

Michael D. Ketcham
Director of Camping, Frost Valley YMCA

Dr. Charles T. Kuntzleman
Director/Owner, Fitness Finders
Consultant, National Council of YMCAs

Howard E. Quirk
Inner City Wellness Advisor

Dr. Richard O. Shafer
Health Coordinator
Madison General Hospital
Madison, Wisconsin

Dr. John Travis
Director, Wellness Resource Center

Joy White, R.N.
Frost Valley YMCA

Dr. William B. Zuti
Associate Professor
Dept. of Health, Physical Education, & Recreation
Kansas State University

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Walter T. Margetts, Jr.
Chairman, Executive Committee, Frost Valley YMCA

Woodruff J. English
President, Board of Trustees, Frost Valley YMCA

Floyd L. Hird
Chairman, Camp Committee, Frost Valley YMCA

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What is wellness & why in a summer camp?

"Wellness" is the building of a lifestyle based upon a *conscious* commitment to *accept responsibility* for our own health and the way things turn out in our life. It is a state of being which helps us to clarify values and purpose in our life and which enhances the quality of everything we do.

Wellness springs from a growing national awareness that what *we* do for our health is substantially more than what pills, doctors and hospitals can do. In short, we are beginning to realize that the things we do for ourselves and with each other in the areas of nutrition, exercise, stress management, and finding a sense of purpose and positive self-esteem are the vital elements for optimal well-being.

Unfortunately, many of us unconsciously live our lives amidst a culture of unhealthful lifestyle practices. In fact, we paradoxically *un*live our lives this way and do so *in spite of the fact that we "know" better*. Without thinking, we often elect to eat foods with little nutritious value, and we overeat, overdrink, underexercise, overwork, ignore our environment, and pursue false avenues to relationships and self-worth simply because such a lifestyle has become more prevalent and convenient. It has become the *"norm"* or accepted and expected behavior in our culture to live this way. Norms frequently influence us without our awareness, and resisting them is often a very difficult task.

Schools and camps are two educational settings which traditionally have been concerned with the total education of the developing person. Health and physical education have long been a part of public education in varying degrees, just as environmental and spiritual activities have accompanied the more physical nature of a summer camp. The striving on the part of both for a sound development in body, mind, and spirit within students and campers is obvious. For many of us, however, we have only to look at ourselves and our culture to note that something has been missing.

What is the current state of our health? The truth is that the vast majority of our health resources are concentrated on *curing* illness. This is so at a time when the major causes of illness are directly attributed to lifestyle rather than chronic disease—we are literally killing ourselves by the way we live. The Center for Disease Control, HEW, in Atlanta, reports that 53.2 percent of all the deaths for people between the ages of 1 and 65 are caused by individual lifestyles. Smoking habits, misuse of pharmaceutical as well as illegal drugs, stressful living, poor nutrition, sedentary behavior, and other factors breaking down our bodies can cause permanent damage and death, most often through heart attacks and cancer.

Some other statistics will help highlight this:

- There are an estimated nine million Americans who are alcoholics
- Approximately 90 percent of all lung cancer cases occur in people who smoke
- Of the 50,000 people who die in automobile accidents, it is estimated that 50 percent of them could be saved if they had been wearing seat belts
- The American diet indicates that people consume daily on the average of:
  - 100 percent more additive sugar than they should
  - 8 times as much cholesterol as they should
  - 4 times as much fat as they should
  - 20 times as much salt as they should
  - 40 times as much caffeine as they should

The most powerful statistic, however, is the cost of our poor health. In 1978, the cost of health care in the United States was placed at nearly $200 billion dollars, a figure that is expected to rise by approximately 10 percent per year. Of this, less than 1 percent is devoted to prevention or the promotion of positive health practices. The treatment of *illness* has, in fact, become one of the major growth industries in the United States today, standing just behind the housing and food industries in total dollar expenditures.

Yes, something has been missing from

what we've been doing, despite our good intentions. One missing ingredient is the contradiction between our words and our actions. Institutions which serve white bread, white rice, sugared drinks, and sugared snacks and cereals are not promoting good nutrition regardless of what happens in health education. Physical activities which exclusively emphasize team sports do little if anything to promote awareness and motivation with regards to aerobic (cardio-respiratory) exercise. Similarly, programs which talk about mental health, yet provide stressful environments by over-scheduling kids' time and overcrowding classrooms, often promote less learning, less enjoyment, and higher rates of anxiety... the very opposite of what they were actually intended to do!

Perhaps the most important missing ingredient, however, is the *conscious choice* involved in creating one's lifestyle and in working with others to build an environment —*a new culture*—to support that lifestyle. We may have taught facts, provided activities, and attempted to foster awareness of the ingredients of a wholesome lifestyle. However, we have not taught *preventive* health through (1) settings in which healthful lifestyle practices are visibly the "norm" and (2) learning activities which promote the personal and interpersonal creation of such a lifestyle.

Summer camp offers staff and campers a unique opportunity to experience building such a culture. It affords the time and flexibility for them to come together, identify ways in which they would like to improve their lifestyle, and then work together to create in camp the necessary kinds of support. Be it daily jogging or swimming, dieting, practicing relaxation techniques, exploring a more nutritious diet, or quitting smoking, support systems can be created at camp, thereby changing the culture to nurture these new endeavors. And the skills gained in creating support systems at camp can be carried home and continued there.

Because wellness above all means enjoying life, summer camp provides the ideal setting. It's very difficult to enjoy life fully—or even to be fully alive—without making wellness a part of one's lifestyle. The degree to which we feel vibrant, enthusiastic, and deeply satisfied in our work and our relationships relates directly to the active steps we take day by day to become a healthier and fuller person in spirit, mind, and body.

And it's fun! It's fun, for example, to explore new, more nutritional foods and to prepare snacks which even feel healthier to eat. It feels good to find ways to reduce stress or to discover how effectively our body is working for us. And it's even fun to jog or develop some other program of regular exercise, especially when it becomes the norm in one's culture to do so.

Your campers and staff are at a point in their lives when they are becoming increasingly curious about who they are, what's happening with their bodies, and how they should relate to the world and others around them. Many are concerned about manipulation and control from adults and are seeking continually to make more and more decisions for themselves. Summer camp is a great opportunity for them to learn and experiment with the power and choice they have in improving the quality of their lives within a supportive environment.

A closer look at this strange sounding word

Wellness is a strange sounding word. (Isn't it interesting that "illness" is not strange sounding!) Most people haven't the slightest idea what it means. Some find it an awkward word to use and may even dislike it. If wellness is seen as a "fad," the term will undoubtedly be considered a commercialized clichè and be disagreeable in that sense.

The term wellness is far more than a simple clichè, however. At a time when health is mistakenly viewed as the absence of illness, wellness serves to awaken one's awareness to lifestyle norms and practices that contribute more to an illness culture than to a true state of fitness and health.

Actually, the strangeness of this word contributes dynamically to its purpose. Once it has taken hold, it becomes lodged in one's mind as a continuous reminder that we could be, and want to be, taking better care of ourselves. Very hard to shake loose, it's like an alarm clock in our brain which wakes us up and nags us whenever we forget or get lazy about actively caring for the quality of our life.

Wellness can be seen as consisting of six interrelated dimensions reflecting the development of the whole person in spirit, mind, and body. Within each dimension there exists a variety of topics, and the list here is by no means intended to be all-inclusive. These six dimensions can serve as the framework for the inclusion of wellness in camp programming.

Enjoying fitness

A. Cardio-vascular fitness
B. Strength endurance and flexibility
C. Monitoring body systems
D. Relationship between physical fitness and emotions
E. Role of physical fitness in prevention of diseases and disability
F. Relationship to weight control

Eating well

A. Good nutrition
B. Weight control
C. Understanding food labels
D. Emotional aspects of eating
E. Asking for alternatives
F. Creative cooking

Taking care of ourselves

A. Respecting & caring for our bodies
   1. substance abuse (smoking, drugs, alcohol)
   2. complexion problems
   3. noise trauma
   4. cleanliness
   5. dental health
   6. sexual changes
B. Safety practices
C. Knowing what to do when (first aid)
D. Substitution of positive addictions

Enjoying life
A. Having fun
B. Stress management
C. Emotional awareness and expression of feelings
D. Handling problems
E. Scheduling time (work, sleep, and relaxation)
F. Self-actualization
G. Aging & death

Relating to others
A. Appreciating differences
B. Cooperative decision-making
C. Human sexuality
D. Cooperation in balance with competition
E. Communication & active listening skills
F. Conflict resolution

Being part of the world
A. Sensitivity to our natural environment
B. Conservation and protection of natural resources
C. Awareness of community
D. Influence of peers, family, community, and media on our decisions
E. Leadership development
F. Spiritual awareness

What makes it work?

Unfortunately, changes attempted in individual health practices which neglect the surrounding culture(s) are often shortlived. Over and over again, we see people start new diets or exercise programs, attempt to quit smoking, etc., only to abandon such programs without having achieved their goals.

Why? Because the attempt to make lifestyle changes in the midst of a culture which daily spends millions of advertising dollars encouraging us to do otherwise can be extremely difficult. When we do try to stand up and be different, we are often faced with obstacles in our home and/or school and work environments which thwart or even ridicule our efforts. Unfortunately, the pursuit of a truly healthful lifestyle will be very much an exercise in frustration as long as our attempts to take time for exercise or relaxation at home and work conflict with the values and expectations of those around us, or our choice to eat nutritionally and refrain from smoking and drinking is conspicuous in the employee cafeteria or camp dining hall, public places, and parties.

Most likely, we won't be able to transform all of the environments around us into healthful places. We can, however, learn to deal with them more effectively and to find ways to maintain lifestyle practices important to us.

What makes wellness work? On both individual and organizational levels it requires, first of all an *awareness* of our present lifestyle practices and the norms of our cultures (home, work, school, camp, social circles, etc.). We must be able to understand where we presently are in order to determine where we would like to go with the integrity to get there.

Second, we must make a *choice*. We must choose freely to create a more healthful lifestyle in which the quality of our life becomes a priority.

And third, we must make the *commitment* to do it...not only to determine what individual changes we wish to make in our own life but to join with others in our immediate environments to create support for one another. As we examine our individual lifestyles, explore the norms around us, and identify the kinds of support which exist in our community (and there are instruments in this manual to assist with that), we will be ensuring the future of a wellness lifestyle.

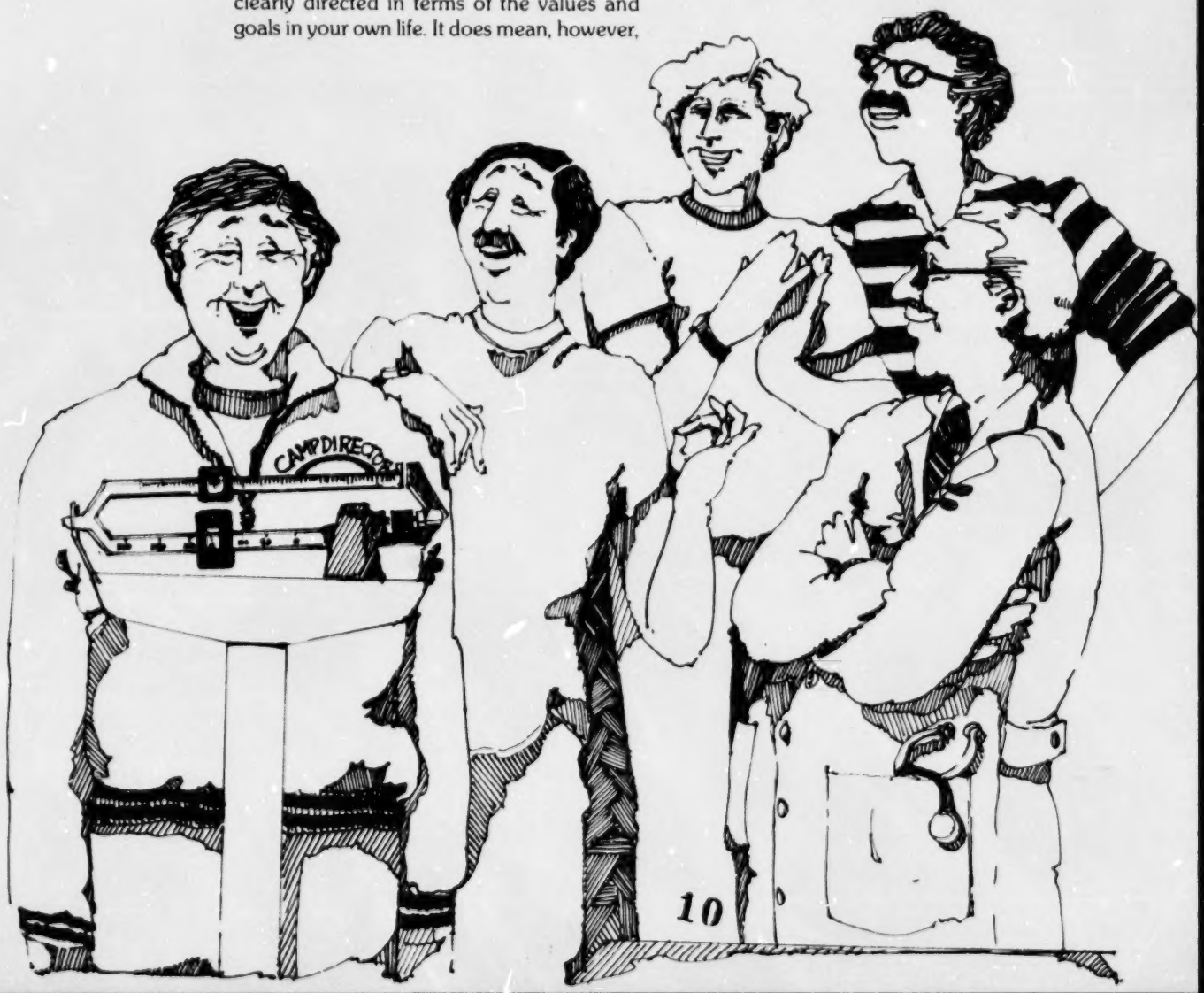
The camp administrator

You, the camp administrator, are the key to making a wellness program work. Your personal commitment to a wellness lifestyle is essential to the program's success. Without this commitment, you will lack the motivation to work through the planning and implementation stages. Ultimately, your acceptance of the need for change in your own life, your choice to create the difference, and the example of your commitment to change will drive home to staff and campers the value and pleasure inherent in wellness living.

This does not mean that you need to be a paragon of fitness, a health food "nut", or clearly directed in terms of the values and goals in your own life. It does mean, however, that you are willing to make some changes in areas that need attention. What is important is that you:

- are willing to explore your own lifestyle, acknowledging areas which need improvement;
- choose to build a more fulfilling lifestyle;
- make the commitment to do so visibly.

In the following pages you will find a Lifestyle Assessment Inventory and an Individual Action Plan designed to allow you to examine your lifestyle and, if you so choose, to consider a plan for change. These two instruments are also reprinted in the appendix for you to duplicate and use with your staff.



Personal Lifestyle Assessment Inventory

Instructions

The achievement of a wellness lifestyle is a dynamic, ongoing process. This inventory is designed to help you to think through your own wellness practices and to implement a program for improvement and change. In completing the inventory, it is important to remember that for most of us there is a great deal that we can do to improve our wellness lifestyle. Try to answer the questions as candidly as you can so that they can provide a sound basis for planning your own personal wellness program.

For each of the items you are asked to circle the number before the item that best indicates your current level of achievement. A "one" indicates a low level of achievement, and a "five" a high level. A checkmark in the OK column indicates that you are satisfied with your present level of achievement, while a checkmark in the "Needs Improvement" column suggests that there is more in this area that you would like to accomplish.

Level of Achievement						**Level of Satisfaction**	
Low					**High**	**OK**	**Needs Improvement**
						Dimension I Enjoying Fitness	
1	2	3	4	5	1. Exercising rigorously no less than twenty minutes at least three times per week.	☐	☐
1	2	3	4	5	2. Exercising regularly in such a way as to keep my body flexible and my muscles in tone.	☐	☐
1	2	3	4	5	3. Choosing to walk or ride a bike rather than use motorized vehicles whenever possible.	☐	☐
1	2	3	4	5	4. Making physical activity (walking, bike riding, swimming, sports, hiking, physical labor, etc.) a regular part of my life.	☐	☐
1	2	3	4	5	5. Monitoring my fitness level periodically by checking resting pulse and recovery pulse rates.	☐	☐
						Dimension II Eating Well	
1	2	3	4	5	1. Enjoying nutritious food and maintaining a healthy appetite.	☐	☐
1	2	3	4	5	2. Keeping my weight within five pounds of the weight recommended for a person of my height, muscle condition and body size.	☐	☐
1	2	3	4	5	3. Consciously limiting the intake of salt, fat, caffeine, cholesterol, saccharin, red meats, refined foods, chemicals and sugar in my daily diet.	☐	☐
1	2	3	4	5	4. Consciously limiting the amount of "junk foods" included in my diet.	☐	☐
1	2	3	4	5	5. Making sure that fresh fruits and vegetables, whole grains and nonprocessed foods form a significant portion of my daily diet.	☐	☐

Dimension III Taking Care of Myself

Smoking, Alcohol, and Drugs

1 2 3 4 5	1. Not smoking or, if a present smoker, limiting myself to no more than four cigarettes per day.	☐	☐
1 2 3 4 5	2. Striving to drink no more than two alcoholic drinks in a single day and maintaining some alcohol-free days.	☐	☐
1 2 3 4 5	3. Not allowing alcohol or drugs to interfere with my enjoyment of life.	☐	☐
1 2 3 4 5	4. Not using drugs except with great caution and with medical supervision as appropriate.	☐	☐

Medical Self-Care and Safety

1 2 3 4 5	1. Having a good knowledge of self-health care including breast self-examination for women.	☐	☐
1 2 3 4 5	2. Having a regular health screening or medical examination.	☐	☐
1 2 3 4 5	3. Having my blood pressure and cholesterol levels checked regularly and following my physician's recommendations regarding them.	☐	☐
1 2 3 4 5	4. Making effective use of medical and dental resources and following medical and dental recommendations that are made to me.	☐	☐
1 2 3 4 5	5. Inquiring further when medical and dental recommendations are not clear or don't seem appropriate.	☐	☐
1 2 3 4 5	6. Brushing and flossing my teeth and gums regularly.	☐	☐
1 2 3 4 5	7. Following good safety practices and avoiding unnecessary risks.	☐	☐
1 2 3 4 5	8. Not driving recklessly, over the speed limit or when I am under the influence of alcohol or drugs.	☐	☐
1 2 3 4 5	9. Not driving with another person who drives recklessly, exceeds the speed limit or is under the influence of alcohol or drugs.	☐	☐
1 2 3 4 5	10. Wearing seatbelts or shoulder harnesses.	☐	☐

Dimension IV Enjoying Life

Relaxation and Stress

1 2 3 4 5	1. Achieving a good balance between work, play, and relaxation.	☐	☐
1 2 3 4 5	2. Making successful use of a personally satisfying relaxation technique on a regular basis.	☐	☐
1 2 3 4 5	3. Being able to say "no" to demands on my time when saying "yes" would interfere with my health.	☐	☐
1 2 3 4 5	4. Being able to schedule activities in such a way that I don't end up overscheduled and harrassed.	☐	☐
1 2 3 4 5	5. Being able to accept and constructively deal with my own feelings and the feelings of others.	☐	☐
1 2 3 4 5	6. Being able to deal promptly and constructively with problems without allowing them to get in the way of my enjoyment of life.	☐	☐
1 2 3 4 5	7. Feeling free to professional help with emotional problems when necessary.	☐	☐

Self-realization

1 2 3 4 5	1. Feeling good about myself.	☐	☐
1 2 3 4 5	2. Feeling glad to be alive.	☐	☐
1 2 3 4 5	3. Enjoying work.	☐	☐
1 2 3 4 5	4. Enjoying family and/or friends.	☐	☐

Dimension V Relating to Others

1 2 3 4 5	1. Having a sincere, positive, caring relationship with at least one other person.	☐	☐
1 2 3 4 5	2. Being able to communicate effectively with others, especially those persons with whom I have most frequent contact.	☐	☐
1 2 3 4 5	3. Being able to trust myself and others enough to share my feelings in the context and at the time in which they occur.	☐	☐
1 2 3 4 5	4. Being able to deal in conflict situations in ways which insure the integrity of each person involved.	☐	☐
1 2 3 4 5	5. Being able to conduct my personal and business affairs in ways which are non-manipulative and mutually satisfying.	☐	☐
1 2 3 4 5	6. Allowing myself to love, thus cherishing and enjoying the happiness and welfare of others as I do my own.	☐	☐
1 2 3 4 5	7. Being fulfilled in the nature of my relationships.	☐	☐

Dimension VI Being Part of the World & At One With the Universe

1 2 3 4 5	1. Having a positive sense of community with at least one group of people with whom I am in close and frequent contact.	☐	☐
1 2 3 4 5	2. Making a positive contribution to the lives of those around me.	☐	☐
1 2 3 4 5	3. Making a positive contribution to the world through the quality and integrity of the work I do, my concern and efforts to improve the quality of life, and through the example I set as a human being.	☐	☐
1 2 3 4 5	4. Helping to preserve our environment by assisting with the conservation of resources on personal, business, and political levels.	☐	☐
1 2 3 4 5	5. Meeting my needs for spiritual growth through a consideration of a personal belief system.	☐	☐
1 2 3 4 5	6. Taking time regularly to renew and experience the spiritual aspects of my life and actively sharing myself in some spiritual way with others.	☐	☐

Individual Action Plan

Almost all of us have a number of health practices which could stand improvement and in which improvement is possible. The Individual Action Plan, consisting of six parts, is designed to help people develop their own personal health plans. If you wish, you may share your plan with others; such sharing can often provide you with additional support.

I. A Checklist of Possible Areas for Improvement

Below are listed a number of areas that you have already considered in evaluating your health practices. Indicate the areas that you feel need improvement by placing check marks in the appropriate boxes. For those areas you have checked, indicate the priority that you are giving to them on a scale of 1-5 with 5 being highest priority. In the third column summarize the improvements that you are seeking (for example, "to stop smoking" or "to lose 10 pounds in the next two months"; other possibilities appear on pages 11-12).

Area	Needs Improvement	Priority	Objectives
Enjoying Fitness:			
Aerobic exercise			
Stretching & muscle toning			
Eating Well:			
Nutrition			
Weight control			
Taking Care of Myself:			
Smoking			
Misuse of alcohol			
Drug abuse			
Health knowledge and use of medical resources			
Safety			
Enjoying Life:			
Stress control			
Relaxation			
Personal fulfillment			

Mental Health

Life planning

Relating to Others:

Mutual, rewarding relationships

Sharing feelings

Handling conflict

Caring for others

Being Part of the World

Making a contribution

Environmental sensitivity

Spiritual awareness

Some possibilities for health improvement

A. Physical Fitness

1. Assure vigorous exercise suitable for a controlled cardiovascular development program for at least 20 minutes three times per week.
2. Assure regular exercise for stretching, flexibility, and muscle tone.

B. Nutrition

1. Maintain nutritionally well-balanced eating patterns, with fresh fruits and vegetables, whole grains and non-processed foods forming a significant portion of your diet.
2. Eat a well-balanced breakfast every day.
3. Limit use of sugar, salt, caffeine, cholesterol, saccharin, red meats, refined foods, and chemicals in your diet.

C. Weight Control

1. Be at or near your correct body weight.
2. Balance your intake of calories and your use of them with exercise.

D. Smoking

1. Do not smoke more than four cigarettes or equivalent per day, or quit altogether.

E. Drugs

1. Use only drugs specifically prescribed for you by your physician.

F. Health Knowledge and Use of Medical Resources

1. Awareness of current knowledge of health and health practices.
2. A medical examination or screening on a regular basis and follow-up on recommendations.
3. A dental examination or screening on a regular basis and follow-up on recommendations.
4. Control of blood pressure.

G. Safety

1. Drive safely within the speed limits and wear seat belts.
2. Be aware of safety in other aspects of your life.

H. Stress Control

1. Avoid overstress.
2. Practice stress reduction techniques as necessary.
3. Have proper balance between relaxation, recreation and work.
4. Get at least seven to eight hours of sleep each night.

I. Mental Health

1. Maintain a positive, healthy outlook on life.
2. Feel free to seek help with mental health problems when necessary.

J. Life Planning and Human Potential

1. Remove unnecessary blocks on the achievement of your full potential as a human being.
2. Plan for the successive stages of your life.

K. Human Relations

1. Develop and maintain mutually rewarding relationships with other people.
2. Enroll in some program or activity which fosters strong, positive relationships.

L. Environmental Sensitivity

1. Correct ways in which you waste resources at home and at work.
2. Recycle what you can.
3. Actively support environmental protection legislation.

M. Spiritual Awareness

1. Examine your own belief systems.
2. Share your belief system with others.
3. Provide regular opportunities to experience and renew the spiritual aspect of your life.

II. Level of Commitment to Change

As you consider your present motivation for bringing about a change in your health practices, which of the following statements most accurately describes your present position?

- ☐ I am completely committed to making these changes and am prepared to do whatever is necessary to bring them about.
- ☐ I am committed to making these changes and am prepared to exert a reasonable amount of effort to bring them about.
- ☐ I am somewhat interested in making these changes, but I probably am not ready yet to give them a high priority in my life.
- ☐ I am not sure whether or not I would be interested in making changes.
- ☐ I definitely have no interest in making changes at this time.

III. Expected Level of Difficulty

As you consider the level of difficulty that you expect to encounter in achieving the change objectives you have set for yourself, which statement most closely reflects it?

- ☐ Very difficult
- ☐ Difficult
- ☐ Somewhat difficult
- ☐ Not too difficult (Easy)
- ☐ Not at all difficult (Very easy)

IV. Anticipated Gains and Potential Losses

List below what you expect to gain from being successful in achieving the objectives you have set for yourself.

1. _____
2. _____
3. _____
4. _____

If you decide not to change or if you are not successful in bringing about change, list below the negative consequences that you expect might accrue as a result.

1. _____

2. _____

3. _____

4. _____

V. Level of Support

What level of support do you expect from the various groups that you belong to in working towards your planned changes?

- ☐ A high level of support
- ☐ A moderate level of support
- ☐ Very little support
- ☐ No support

VI. Some First Steps That I Am Considering

Changes, no matter how great, always have to take place one step at a time. As a first step, you might want to list your concerns in an order of priority so that you might better organize your planning and work in that order. List your most important concern on line 1, with less important areas following.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

What specific first steps could you take within the next few days, weeks or months, to deal with the areas of concern that you have listed above?

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

The camp culture

As a camp administrator, you are at the top of a pyramid of influences affecting wellness in your camp. Looking at the culture of a summer camp with respect to wellness, you would find the relative presence or absence of support for wellness practices in the following areas:

The Camp Leadership—As with the Camp Director, other camp leaders, including program directors, the chef, unit leaders, etc., must believe in and practice a wellness lifestyle, not merely give lip service to it. Most decisions with regards to camp policy, food service, and program reflect in some fashion the degree to which the camp leadership is committed to wellness and thus powerfully influence the camp culture.

The Counselors—Camp counselors are critical role models for the campers. Kids admire enthusiastic, caring counselors and try their darndest to be like them. What better way to share healthful living?

Support Staff—Although their direct contact with campers may be limited, these people comprise an important part of the camp community and significantly affect the existing attitudes with regards to wellness. If the camp is not unified in its approach to wellness, the resulting schisms could jeopardize the program. Thus, support staff should be involved in the planning and implementation of the wellness program.

The Dining Hall—The dining hall is one of the most critical areas in the camp, evidencing at once the camp's commitment to wellness and providing an opportunity to motivate staff and campers toward an exciting new experience with food. The camp's food service can set the stage with a powerful multisensory experience in nutritional eating, or conversely jeopardize the program by continuing to prepare and serve foods which, though traditional, may contradict the nutritional guidelines of a wellness program.

The Camp Program and Daily Schedule—Again, if the opportunity for sufficient relaxation, personal time, and elimination of unnecessary stress are accepted as important lifestyle practices, then the camp's program and schedule is an important index of the understanding of and commitment to this kind of lifestyle. If staff and campers are constantly "on the go" from reveille to taps with little time to do what they want to do either alone or with others, the camp has obviously failed to achieve this aspect of wellness and will thus invalidate by example any "teaching" in this area.

The Back-Home Environment—The home environment is important in ensuring that the summer's learning becomes a lifetime practice. Staff and campers will need some guidance in creating supportive environments back home. Parental knowledge and expectations regarding the wellness program strongly influence the attitudes with which campers come to and return from camp.

The Camp's Wellness Resource Center—The resource center (consisting of books, materials, and persons) can provide campers and staff with information and ideas while generating continued curiosity and excitement.

On the following pages, you will find a camp culture inventory similar to the one you've just completed for your own personal lifestyle. This inventory is also divided according to the six dimensions of wellness as diagramed on page 3 of this manual. Following the questionnaire portion of each dimension, you will find a list of suggested steps you might consider as you develop goals and objectives for that particular dimension of wellness.

The Camp Culture Inventory

Instructions

The development of a wellness culture in any community is a dynamic on-going process which offers many opportunities for improving interpersonal relations and creating an exciting community spirit. This inventory is designed to help you examine the degree to which wellness is a part of the culture in your camp and to assist you in developing a program for improvement and change. In completing the inventory, it is important to remember that just as for most of us there is a great deal that we can do to improve our personal lifestyle, so also is there a great deal we can do to improve the cultures in which we live.

Please understand that this inventory is *NOT* designed with the purpose of measuring whether or not your camp "passes or fails" in wellness. The items provided here are simply a variety of alternatives for you to consider in your own planning, and it is not expected that all items will be appropriate to all camps. Try to answer the questions as candidly as you can so that they can provide a sound basis for planning your camp's wellness program.

For each of the items you are asked to circle the number before the item that best indicates your current level of achievement, beginning with the question, "How well is my camp doing in...". A "1" indicates a low level of achievement, and a "5" a high level. The check mark in the "OK" column indicates that you are satisfied with your present level of achievement, while a check mark in the "Needs Improvement" column suggests that there is more in this area that you would like to accomplish.

Following the questions are a series of suggested ways to implement cultural changes supportive of that particular dimension of wellness.

Dimension I: Enjoying Fitness

Campers and staff certainly enjoy more physical activity at camp than they ordinarily experience in their home, school, and work environments. Yet, a physical fitness-oriented culture at camp involves much more than opportunities for physical exercise and play. Some of the additional goals relating to Dimension I include:

- To emphasize the value and pleasure of physical exercise as a lifelong health habit at an early age

  Many adults would undoubtedly be in better health today had the emphasis on physical fitness been as pervasive during our youth as it is today. Unfortunately, it was not until cardio-vascular disease was acknowledged as the primary cause of death for persons under 65 that many of us awoke to the need for regular exercise

- To instill in staff and campers an awareness of the difference between aerobic and non-aerobic exercise

  Many sports do not provide sufficient and sustained cardio-respiratory exercise to adequately strengthen the heart and lungs. Because some team sports (e.g. football) are non-aerobic, it is not correct to imply that all "athletes" are necessarily physically fit

- To provide a cultural experience for campers and staff in which physical exercise is valued, practiced, and enjoyed, enabling them to recreate that culture in their home environments
- To help staff and campers understand the physiological effects of exercise on the body

Level of Achievement						**Level of Satisfaction**	
Low					**High**	**OK**	**Needs Improvement**
					How Well Is My Camp Doing In...		
1	2	3	4	5	1. actively, constructively, and consistently supporting campers and staff by providing opportunities to engage in a regular, planned program of physical exercise?	☐	☐
1	2	3	4	5	2. encouraging people to walk or ride bikes rather than use motorized vehicles when practical?	☐	☐
1	2	3	4	5	3. encouraging all staff members to adopt a program of regular physical exercise?	☐	☐
1	2	3	4	5	4. developing programs which underscore the importance of regular aerobic exercise and which explain the dynamics involved (e.g. pulse rate, blood pressure, respiratory capacity, circulation, cell nourishment)?	☐	☐
1	2	3	4	5	5. teaching campers and staff various stretching and flexibility exercises?	☐	☐
1	2	3	4	5	6. providing films and other resources which explain the nature and importance of physical fitness?	☐	☐
1	2	3	4	5	7. creating a climate in which regular exercise is valued and enjoyed?	☐	☐

Some Ideas For Implementing Dimension I

- Provide morning conditioning programs prior to breakfast (e.g. "run and dip", "polar bear swim", jogging, bicycling)
- At the camp, unit, or cabin level do several minutes of stretching exercises at a regular and convenient time during the day
- Occasionally schedule a "fun-run" for the camp community where the emphasis is on participation rather than competition
- Initiate a support group for people who wish to develop an individual exercise program or wish to exercise together (e.g. staff who regularly meet in the early morning to jog together)
- Provide yoga and aerobic dance as regular camp activities
- Demonstrate to campers how to measure pulse rates while exercising and explain the relationship of the pulse to physical fitness
- Explain the significance of blood pressure and its relationship to exercise and diet
- Discourage the use of motorized vehicles on camp grounds and provide bicycles as an alternative where feasible
- Provide free time for individual staff members to pursue a regular exercise program

---

Dimension II: Eating Well

Good nutrition involves more than ensuring that the three meals eaten each day are balanced across the basic food groups. Of considerable importance, for instance, are the ingredients in the foods we eat and the manner in which these foods are prepared. Listed below are some questions which will help you explore the nutrition-oriented culture at your camp.

Level of Achievement							Level of Satisfaction	
Low					High	How Well Is My Camp Doing In . . .	OK	Needs Improvement
1	2	3	4	5		1. actively, constructively, and consistently supporting campers and staff in their efforts to maintain nutritional eating patterns?	☐	☐
1	2	3	4	5		2. limiting the amount of sugar, salt, saturated fat, chemical additives, preservatives, and refinement in foods prepared or otherwise offered at camp?	☐	☐
1	2	3	4	5		3. providing whole grain breads as an alternative to white bread and encouraging their use?	☐	☐
1	2	3	4	5		4. providing honey as an alternative to sugar and encouraging its use (or refraining from the use of any additive sweetener)?	☐	☐
1	2	3	4	5		5. discouraging the use of caffeine through coffee, tea, coke, etc.?	☐	☐
1	2	3	4	5		6. using fresh fruits and vegetables rather than canned and providing fresh and uncooked fruits and vegetables daily?	☐	☐
1	2	3	4	5		7. using whole wheat rather than white flour and pasta in baking recipes?	☐	☐
1	2	3	4	5		8. using whole grain brown rice instead of enriched white rice in recipes?	☐	☐

1 2 3 4 5	9. limiting the amount of red meats served, substituting fish and poultry meats?	☐	☐
1 2 3 4 5	10. carefully steaming cooked vegetables instead of boiling in order to retain maximum nutrient value?	☐	☐
1 2 3 4 5	11. broiling meat and fish instead of frying?	☐	☐
1 2 3 4 5	12. providing educational opportunities for staff campers in the areas of nutrition?	☐	☐
1 2 3 4 5	13. providing assistance for food service personnel, including inservice training if necessary, in planning menus, purchasing foods, and preparing meals that are maximally nutritious?	☐	☐
1 2 3 4 5	14. providing opportunities for campers and staff to learn how to plan and prepare nutritious meals/snacks and to do so during activity periods, cookouts, and overnights?	☐	☐
1 2 3 4 5	15. limiting or eliminating the amount of "junk" food (e.g. sugar candy, soda, popsicles) sold in the camp canteen?	☐	☐
1 2 3 4 5	16. discouraging parents from sending "care packages" from home containing sweets and other "junk" foods?	☐	☐
1 2 3 4 5	17. providing staff and campers with films and other resources explaining the nature and importance of good nutrition?	☐	☐

Some Ideas For Implementing Dimension II

- Develop a nutritional cooking center and incorporate this activity into the daily program. Use the center to teach campers and counselors how to prepare nutritional foods and snacks (e.g. unsalted peanut butter, yogurt, sprouts, granola, molasses oatmeal cookies) for consumption in the dining hall, on the trail, or as occasional snacks
- Develop a garden as an activity area and use the vegetables in the dining hall
- Have an occasional meatless meal by providing alternative sources of protein
- Provide films and other resources (including posters, whether commercial or camper-designed) explaining the nature and value of good nutrition
- Occasionally schedule a silent meal in the dining hall where the emphasis is on sensory appreciation of the foods served
- Examine food purchases and menu to determine the degree to which foods served include sugars, salt, saturated fat, chemical additives, preservatives, and processed ingredients. Determine where changes can be made
- Offer whole grain breads as alternatives to white bread; as far as possible, use only whole wheat flour in baking, pancakes, etc.
- Provide non-caffeinated hot drinks as alternatives to coffee and tea
- Serve fresh fruit and vegetables daily, uncooked when possible. Serve only canned fruits that have been packed in natural juice rather than a sugar syrup
- Carefully steam rather than boil cooked vegetables
- Use whole grain brown rice and whole wheat pasta rather than enriched white rice and pasta
- Limit the amount of red meats served, frequently substituting fish and poultry meats or meatless protein alternatives
- If a vegetarian diet is important to staff and campers, provide a varied, substantial vegetarian alternative; permit non-vegetarians to explore these alternatives
- Support food service personnel in nutritional cooking efforts including, if necessary, inservice training in natural food preparation on an institutional level

- Actively disccurage parents from sending "care packages" which include "junk" foods; recommend healthful alternatives to them, carefully explaining the rationale
- Limit or eliminate "junk" foods in the camp canteen, providing instead healthful snacks and drinks (e.g. popsicles made from natural fruit juices, raisins, popcorn, non-sugared candies)

Dimension III: Taking Care of Ourselves

Obviously, proper fitness and nutrition are important ways of taking care of ourselves. Dimension III, however, relates specifically to bodily health care practices such as the use of tobacco, drugs, and alcohol; medical and dental care; safety practices; risk-taking; etc. Listed below are some questions designed to assist you in determining the degree to which your camp culture encourages and supports staff and campers in this dimension of wellness.

Level of Achievement						Level of Satisfaction	
Low				High	How Well Is My Camp Doing In...	OK	Needs Improvement
1	2	3	4	5	1. actively, constructively, and consistently supporting campers and staff in their efforts to take care of their physical health and well-being?	☐	☐
1	2	3	4	5	2. discouraging smoking by staff members and limiting its practice to specific times and places not observable to campers?	☐	☐
1	2	3	4	5	3. encouraging proper use and limitations in use of drugs and alcohol and prohibiting the use of illegal drugs?	☐	☐
1	2	3	4	5	4. requiring adequate medical examinations of staff and campers prior to arrival at camp?	☐	☐
1	2	3	4	5	5. providing medical facilities and personnel capable of responding to health problems in the camp setting while emphasizing programs of preventive medicine?	☐	☐
1	2	3	4	5	6. promoting safety awareness with frequent reviews of safety guidelines by counselor with campers prior to appropriate activities?	☐	☐
1	2	3	4	5	7. prohibiting the taking of unnecessary, unsafe risks?	☐	☐
1	2	3	4	5	8. encouraging the use of seat belts in all camp vehicles?	☐	☐
1	2	3	4	5	9. educating campers and staff in basic first aid techniques?	☐	☐
1	2	3	4	5	10. fostering an awareness among staff and campers of the importance of personal cleanliness and health care?	☐	☐
1	2	3	4	5	11. providing films and other resource materials related to self-care?	☐	☐

Some Ideas For Implementing Dimension III

- Prohibit cigarette smoking by campers
- Discourage smoking by staff and limit its practice to a specific location not observable by campers; when possible, select staff who do not smoke
- Prohibit the use of illegal drugs at any time during the camping season. Prohibit the use of alcohol by staff while on duty and/or on camp property; encourage responsible use of alcohol during off-duty time away from camp

- Provide experiential and valuing activities which underscore the dangers involved in cigarette smoking and use of alcohol and illegal drugs (examples are outlined in the Counselor Wellness Manual)
- Require and follow through on medical examinations of staff and campers prior to attendance at camp
- Respond immediately and thoroughly to health problems
- Promote safety awareness by posted regulations and procedures in activity areas and by having counselors periodically review safety guidelines with campers
- Provide instruction in basic first aid and CPR techniques during staff orientation
- Require the use of seat belts in all camp vehicles, and prohibit the taking of all unnecessary, unsafe risks
- Provide basic first aid programs for campers during the camping sessions
- Provide instruction and practice in search and rescue techniques for staff
- Encourage the Health Center (a more positive term than "Infirmary") to act not only as the center for treatment of illness but also for the promotion of preventive health practices
- Promote personal cleanliness by making the time for taking showers, brushing teeth, etc. a regular, enjoyable, and learning occasion
- Obtain films and other resource materials related to self-care (e.g. a "smoking machine" and posters available from such agencies as the American Heart, Lung, and Cancer Associations demonstrating the harmful effects of cigarette smoking)
- Periodically examine your camp for potential safety hazards and remedy as appropriate
- Develop support groups for staff interested in modifying behavior in areas of health care such as cigarette cessation

- Promote personal cleanliness by making the time for taking showers, brushing teeth, etc., a regular, enjoyable, and learning occasion
- Obtain films and other resource materials related to self-care (e.g. a "smoking machine" and posters available from such agencies as the American Heart, Lung, and Cancer Associations demonstrating the harmful effects of cigarette smoking)
- Periodically examine your camp for potential safety hazards and remedy as appropriate
- Develop support groups for staff interested in modifying behavior in areas of health care such as cigarette cessation

Dimension IV: Enjoying Life

Most everything we do is designed consciously or unconsciously to heighten our enjoyment of life. Our career, our friends, the places we live, our hobbies and leisure time interests, and our material possessions are all means to this end. Sometimes we miss the mark, however. Enjoying life is much more than busily filling our life with parties, trips, career pursuits, buying new things....Too often we hear about people who seem to have "everything" (important job, prestige, money, family, beautiful home) yet commit some act of gradual self-destruction (e.g. alcoholism) or even sudden violence because something was missing for them and they lost hope of obtaining it. Less dramatic is the more common day-to-day "going through the motions" existence which becomes a dull, lifeless pattern of survival for many people.

Socrates said that "the unexamined life isn't worth living". Self-examination is important in enhancing the quality of our life. It is too easy to fall into a rut of work, striving, and busy routine while missing the real purpose in our life. Summer camp is an opportunity for campers and staff alike to discover the importance of an effective balance between work, play, and relaxation in their lives. It's also an opportunity to explore ways in which work can be fun and in which stress can be experienced in a healthful and manageable way. Most importantly, these things need not be experienced at camp in a formal instructional fahion but rather experientially in natural, relaxed settings.

Perhaps the bottom line for enjoying life involves the ability to experience one's feelings and values and to share them with others when appropriate. By sharing with one another at camp the ways in which we wish our days to be as full and as enjoyable as possible and by discovering together the obstacles we place in our way, we can create the kind of supportive environment which helps campers and staff to become more aware of their feelings and to be able to share them.

Level of Achievement						**Level of Satisfaction**	
Low					**High**	**OK**	**Needs Improvement**
					How Well Is My Camp Doing In . . .		
1	2	3	4	5	1. actively, constructively, and consistently supporting the attempt of campers and staff to choose and schedule at camp an enjoyable lifestyle?	☐	☐
1	2	3	4	5	2. helping campers and staff examine their personal values and beliefs and act on them?	☐	☐
1	2	3	4	5	3. eliminating unnecessary stress through overscheduling, inadequate organization, continuous pressure, crisis responses to problems, etc.?	☐	☐
1	2	3	4	5	4. providing sufficient free time for campers and staff to "unplug" from the schedule and/or be alone?	☐	☐
1	2	3	4	5	5. providing an opportunity for campers and staff to learn and experience relaxation techniques and ways to manage stress effectively?	☐	☐
1	2	3	4	5	6. providing an environment in which feelings can be experienced and shared in a responsible, supportive fashion?	☐	☐
1	2	3	4	5	7. helping campers and staff learn how to handle problems effectively?	☐	☐
1	2	3	4	5	8. providing an opportunity for campers and staff to examine the goals in their life and to reflect on whether or not their behavior reinforces their values and goals?	☐	☐
1	2	3	4	5	9. providing an opportunity for campers and staff to deal with issues of aging and death and how these can give meaning and purpose to life?	☐	☐

Some Ideas For Implementing Dimension IV

- Examine the camp schedule to be certain campers and staff are not "over-programmed." Be sure that sufficient free time is provided daily
- Ensure that all camp activities and programs stress above all the joyous aspect of living
- Examine the camp setting for any source of unnecessary stress and remedy where appropriate
- Develop a support group with staff on stress management and relaxation techniques
- Expose campers to various relaxation techniques and provide opportunities to practice such techniques during the day
- Include yoga as a camp activity
- Initiate settings in which feelings can be explored and shared, and endeavor to create a climate in which the reasonable expression of one's feelings is continually supported
- Initiate discussions, role play situations, and respond to teachable moments with effective ways of viewing and handling problems
- Provide opportunities to explore the issues of aging, death, and one's goals in life

Dimension V: Relating to Others

The most significant part of summer camp beyond the fun and excitement of its activities involves human relationships. Be they camper to camper, camper to staff, or staff to staff, the dynamics of relationships at camp are varied, at times complicated, and always multitudinous.

Summer camp is an ideal place to encourage growth in interpersonal behavior. Away from the pressures of school and work, the camp setting provides ample time and space for each person to examine the quality of his or her relationship to others as well as the contribution, both positive and negative, he or she is making to those relationships.

Friendships and intimate caring blossom at camp. Occasionally, tears and anger happen, too. With the right kind of sensitivity, support, and guidance, campers and staff can open up to others in ways which will last and benefit them for a lifetime.

Level of Achievement						**Level of Satisfaction**	
Low					**High**	**OK**	**Needs Improvement**
					How Well Is My Camp Doing In . . .		
1	2	3	4	5	1. actively, constructively, and consistently supporting the development of strong, positive human relationships?	☐	☐
1	2	3	4	5	2. helping campers and staff to appreciate individual differences?	☐	☐
1	2	3	4	5	3. facilitating cooperative decision-making on all levels?	☐	☐
1	2	3	4	5	4. balancing competitive activities with cooperative ones (e.g. "New Games", group initiative exercises), emphasizing the importance of that balance, and defining healthy versus unhealthy competition?	☐	☐
1	2	3	4	5	5. promoting, developing, and practicing good communication and active listening skills among staff and campers?	☐	☐
1	2	3	4	5	6. teaching and facilitating approaches to positive ("all-win") conflict resolution?	☐	☐
1	2	3	4	5	7. assisting campers and staff with concerns and questions they may have in the area of interpersonal relationships?	☐	☐

Some Ideas For Implementing Dimension V

- Build an appreciation for individual differences into the camp schedule by providing for individual choice when possible and appropriate
- Recognize individual differences in camp policy (e.g. use of staff skills, provision of staff free time, response to personal requests)
- Involve staff in appropriate areas of cooperative decision-making
- Facilitate cooperative-decision making among campers where possible (e.g. planning the day's activities, developing cabin rules, planning a hike)
- Develop a series of non-competitive activities (such as those outlined in books like *New Games Book* or *Cowtails and Cobras)*
- Develop support groups for staff in communication and listening skills and in positive conflict resolution
- Develop support groups in interpersonal relationships for staff and older campers

Dimension VI: Being Part of the World

This dimension of wellness involves three ways of experiencing life beyond the self:

- our sense of community locally where we live, go to school, and work and globally with all humanity
- our sensitivity to and concern for our natural environment
- the sense of unity we experience with the universe and with the spiritual essence of life

"Being Part of the World" involves the recognition that we must approach life from a field of "you *and* me" rather than "you *or* me" in our personal, social, business, and political lives. It also involves the recognition of the miraculous inter-relationship of all life forms revealed whenever we take the time to see, hear, smell, and touch the beauty of creation around us.

Our society has unfortunately become oriented towards a life of individual and collective "me-ness". More concerned with accumulating power and wealth and satisfying our present needs, we have ravaged the earth of a disproportionate amount of its resources while simultaneously destroying a large part of its wildlife. Oil, steel, chemicals, and our obsession with accumulating material goods have become more important to some of us than an equal expenditure of time, energy, and creativity in discovering ways to live in harmony with and in appreciation of Nature. Leisure time activities more often involve being entertained by the television than taking quiet walks or otherwise experiencing our natural surroundings. Our orientation towards the present and immediate pleasures and our growing dependency on technological progress and material possessions have served to erode a sense of community, a respect and appreciation for the environment, and the spiritual basis of life.

Summer camp can be an opportunity to learn about community and about ways to work together to create healthful lifestyles. It can be a chance to understand our relationship to all life forms and to realize that each of us can make a difference. And it's a time to get closer to Nature, to wonder about the mystery and beauty of the world around us, and to open ourselves to spiritual possibilities.

Level of Achievement						**Level of Satisfaction**	
Low					**High**	**OK**	**Needs Improvement**
					How Well Is My Camp Doing In . . .		
1	2	3	4	5	1. actively, constructively, and consistently supporting the awareness, sensitivity, and efforts of campers and staff to develop a feeling of community (both locally and globally), respect for the natural environment, and an experience of the spiritual aspects of life?	☐	☐
1	2	3	4	5	2. creating and implementing camp policy from the frame of reference of the camp as a community?	☐	☐
1	2	3	4	5	3. helping to preserve and protect the environment by practicing and teaching about the conservation of natural resources?	☐	☐
1	2	3	4	5	4. meeting the needs of campers and staff for spiritual growth by providing the time and impetus to explore, experience, and share spiritual experiences?	☐	☐

Some Ideas For Implementing Dimension VI

- Have weekly or bi-monthly community meetings with staff to discuss problems, share concerns, and relate information
- If possible, have community meetings with campers on unit levels for the same purpose
- Examine the camp for areas of environmental waste and remedy these situations. Consider frequency of use of camp vehicles, use of water and electricity, care of woods and trails, etc.
- Encourage staff and campers to adopt and follow through on some environmental protection project (e.g. plant apple trees in landfill area)
- Provide activities for campers to experience our unique relationship to the environment, to appreciate the beauty and harmony in Nature, and to recognize the need for protection of the natural environment.
- Discuss the personal and political processes of conservation and the steps individuals can take to help
- Provide regular times and impetus for spiritual reflection and sharing (morning watch, passwords, evening devotions, chapel services as well as quiet moments for personal reflection)

This concludes the appraisal section of the Administrator's Manual. You have had a chance to examine your personal lifestyle, to study your camp for areas which promote or contradict wellness, and to explore possible ideas involving administrative, program, and environmental changes.

The next section, entitled "A Strategy for Building A Wellness Program", is designed to provide more specific information on the development, implementation, and maintenance of wellness programs. The usefulness of this section will depend on the size of your camp, its degree of administrative complexity, the nature of your existing staff and program, your commitment to wellness in the camp setting, and the steps you wish to make toward implementing a wellness program. If your intentions and plans are clear at this point, you may wish to move directly to the materials and information found in the appendix.

A Strategy For Building Wellness Programs

While each camp setting has unique circumstances and needs, there are some common elements that most camps will want to consider in planning their program. These elements form sequential steps useful not only for the implementation of a wellness program but also to its ongoing maintenance. They can be illustrated as follows:

1. Examine self & existing camp culture, establishing goals and objectives **2. Obtain Leadership Commitment** **3. Develop Program** **4. Implement Program** **5. Evaluate and Renew**

These steps designate five levels of activity: analysis, support, program development, implementation, and evaluation and renewal.

Analysis Level

- Lifestyle Self-Assessment by Camp Administrator
- Examination of Camp's Health Culture Determination of Goals & Objectives

Support Level

- Approval of Trustees & Board of Directors
- Support of First Level of Staff Leadership

- Food Service
- Health Service
- Program Planning
- Administrative Planning
- Support Staff

Program Development Level

Program Development (based on six dimensions of wellness)

- Administrative & Environmental Changes
- Support Groups
- Camp Programs
- Staff Development
- Wellness Resource Center
- Individual Development Programs

Implementation Level

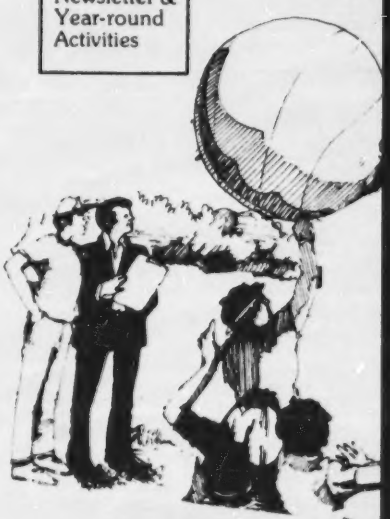
Program Implementation

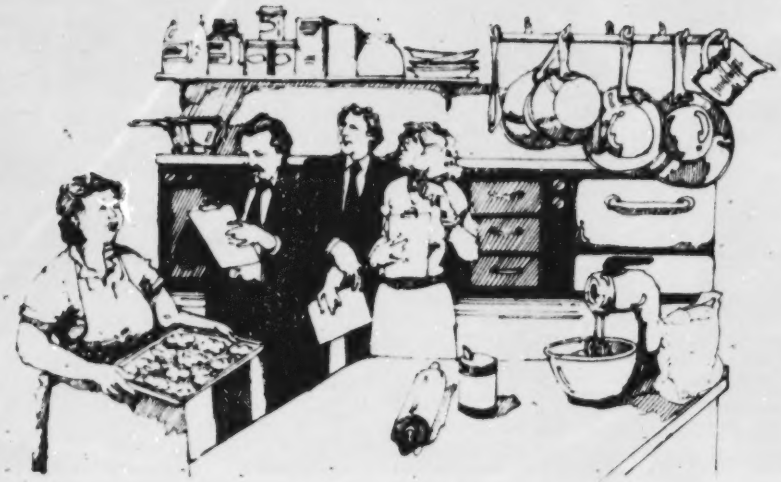
- Creating Supportive Environments
- Recruiting & Selecting Staff
- Staff Orientation
- Recruiting Campers
- Introducing Wellness to Campers

Evaluation Level

Evaluation & Renewal

- Re-analysis
- Camper Information
- Family Information
- Revised Program
- Publicizing Results
- Newsletter & Year-round Activities





Analysis Level

Examining self and existing camp culture

The Personal Lifestyle Assessment Inventory and Camp Culture Inventory, completed in the previous section, comprise the first step at the Analysis Level. You might ask other staff in your camp to complete these two inventories and solicit their thoughts concerning areas in which the camp can do more in the area of wellness.

Establishing goals, objectives, strategies, and activities for cultural change

This process is of key importance in establishing direction and facilitating the planning and evaluation of any program. It involves the identification of four unique yet connecting sets of planning information: goals, objectives, strategies, and activities. Planning most effectively occurs through the process of first defining goals, then objectives, strategies, and finally activities.

Goals are generalized statements, e.g., "educate campers in the area of good nutrition." Goals really aren't measurable, and are something one usually keeps moving *towards* without having ever completely *reached*.

The next step is to break each individual goal down into "measurable objectives." Objectives *are* reachable and, when defined and measured properly, indicate movement toward your goal. Given the above stated goal of "educating campers in the area of good nutrition," an appropriate measurable objective might be "that given a choice, campers will begin to choose whole wheat bread over white bread." Or, "campers will reduce their intake of sugar as an additive, sugared cereals, sugared snacks, etc." You can actually measure these objectives by counting the use of wheat bread vs. white, recording sugar and sugared cereal useage, and sale of sugared snacks in the canteen.

Who will do the counting? The answer is actually the core of what will make your wellness program work. If you accept the notion that the only way your campers and staff are going to be able to adopt healthful lifestyle practices and keep them is to (1) learn how to evaluate their present health practices and the norms in the cultures which affect them and (2) to be able to change their cultures to support new practices, and if you are genuinely committed to providing at camp an environment in which to experience this process, then obviously the counting should be done by the campers and counselors! Can you imagine the power and excitement of that experience, of having a direct hand in creating improved health practices throughout the camp? Such active involvement in the educational process has far greater impact than any number of passive "classroom-type" activities.

Strategies are then developed as the means to achieve these objectives. Some strategies will, of course, apply to more than one objective. Thus, the goal of "educating campers in the areas of good nutrition" and the resulting objectives may indicate such strategies as:

- the development of a nutritional cooking program for campers
- vegetarian alternatives at mealtimes
- a broad selection of healthful snacks in the canteen
- growing a garden
- program activities centering on the characteristics and benefits of good nutrition
- posters in the dining hall raising an awareness of healthful food choices
- theatrical and artistic activities related to nutrition; etc.

Activities then provide the sequential steps necessary to carry out the strategy (e.g., growing a garden by deciding what and how much to grow, finding the space, tilling the soil, etc.)

The following suggestions are offered to facilitate this process:

- Set realistic goals and objectives. Be aware of the possible differences between what you would "like to do" and what is "doable"
- Make the setting of goals and objectives a shared process; it helps greatly in creating a feeling of their mutual ownership by the community
- Be flexible enough to modify goals and objectives when necessary. You may discover that a given goal or objective is not practical or reachable. Don't hang on to it and jeopardize the rest of the program. Modify, temporarily set aside, or drop it.
- Do not view wellness as a separate entity in the camp program; to be successful, wellness activities must be integrated into existing camp programs
- Remember that "building wellness lifestyles",like any developmental process, requires time. Visible changes in camper/staff attitudes and behaviors may not appear in the span of a summer

Support Level

Start at the Top

Because the implementation of a wellness program in a camp setting impacts on nearly every facet of the camp (its philosophy, the camp as an environment, the program, the families, promotion, etc.), it is essential that an initial commitment to adopting this program be made at the senior levels of the camp administration.

It is suggested that the Trustees, Board of Directors, and Executive staff have an opportunity to examine and discuss the implications and the potential benefits that a wellness program will generate for the camp community. You may wish to devote a separate meeting or workshop to this purpose. The slide presentation accompanying these materials may be helpful in this regard.

Don't forget first level staff

Once your Trustees and Board of Directors have given you approval to develop a wellness program, the next step involves gaining support at the first level of camp leadership. Thus, you will need to plan a similar meeting with your camp directors, program director, health professional, chef, and key leaders in any other area that will be affected by the program. At this meeting you can also explore ways in which these people can assist you in developing and implementing wellness at your camp.

Program Development Level

Consider the principles you wish to follow

The following suggested principles are elaborated on pages 12-14 of the Counselor Manual. You may wish to add others and/or change these.

Focus on long term changes. The ultimate purpose of a wellness program is the creation of healthful, lifelong habits. Introducing nutritional foods or involving campers in a morning jogging program are merely the means to this end.

Build a success environment. Your focus on creating a supportive environment—where positive reinforcement is the norm—represents a firm step in ensuring long-term change.

Model what you teach. Remember, "The medium is the message."

Make use of teachable moments. The value of the teachable moment resides in the fact that, if only momentarily, the camper is ready to learn because he/she is receptive, curious, and willing to be helped.

Involve campers in the process. Campers will respond more enthusiastically when they are involved in the planning, implementation, and evaluation process.

Live wellness in an enjoyable way. If wellness is not enjoyable, it cannot last.

Define your program framework

The six dimensions of wellness, identified earlier, embody the YMCA's traditional focus on the spirit, mind, and body. These six dimensions can provide you the framework for your own program, although you may wish to retitle them or develop your own. (Page 44 in the Appendix lists some possible wellness objectives within a spirit, mind, and body framework.)

Develop the components of your program

Your wellness program can be experienced and communicated through a variety of mediums, each of which must be examined in light of the wellness dimensions.

Administrative and environmental. This area involves policies regarding smoking and drinking, ecology (usage of motor vehicles and conservation of water and electricity), the availability of unscheduled relaxation time, the nutritional quality of regular meals and snacks, policies regarding safety, the value placed on self-responsibility, personal choice, and self-reflection, the opportunity to explore spiritual values, etc.

Camp Program. Integrating wellness into your regular camp program poses the challenge of maintaining a balance within and between two tasks.

The first task involves tempering the *promotion* of wellness to avoid obscuring and competing with the regular camp program. The balance is delicate: too little effort will fail to inspire sufficient motivation while overemphasis may be perceived as a threat to traditional programs and create distrust among campers and staff.

The second task involves maintaining the consciousness and mindfulness of living a wellness lifestyle without becoming obsessed by it. The camp environment need not be revolutionized in an attempt to support wellness living, nor need an individual drastically alter behavior patterns and habits. What is needed is gradual, realistic change. The issue is again one of balance. For example, one does not have to become a marathon runner, strict vegetarian, or meditative yogi to be physically fit, eat well, and reduce stress in one's life. The adoption of new lifestyle practices simply requires continuous, conscious choices in favor of more healthful behaviors such as participating in regular exercise, eliminating "junk" foods and unhealthy ingredients, finding time for relaxation, etc.

It *is* possible to implement a wellness program in such a way that exciting, conscious choices can be made amidst an environment which supports but does not exaggerate wellness as a norm. The first step is to create support within the administrative and physical environment (e.g., nutritional food service, stress-managed scheduling). The second step is to work into the daily camp program some elements of wellness in a way that complements the existing program structure and content. Several ways of accomplishing these steps were outlined in the Camp Culture Inventory; in addition, the Counselor's Manual provides a variety of activity ideas. To further guide you, the Appendix provides a hypothetical weekly program schedule (see page 50).

Staff Development. A staff development program that continues throughout the summer can assist staff in improving their own lifestyle and thus strengthen them as role models while also upgrading their knowledge, skills, and interest in communicating wellness to their campers.

A variety of topics might be presented periodically throughout the camping season to interested staff members. Session organizers and/or discussion leaders should be members of the current staff including the wellness coordinator, camp physician and nurse(s), and counselors with specific background skills (nutrition or physical fitness majors, educators, etc.). Outside resource people are most effective when invited to support staff efforts. Here's a list of some possible staff development topics:

- lifestyle assessment and health risk appraisal, interpretation techniques
- exercise and stress testing
- personal diet assessment and modification techniques
- lifestyle contracting: a personal wellness plan
- sexual awareness programs
- alcohol abuse and detection and treatment
- the aging process
- relaxation training: massage, meditation, yoga
- assertiveness training
- coping skills
- behavior modification: smoking cessations, weight control/reduction, alcohol use
- positive addictions
- monitoring your body's functions
- types of stress
- strokes
- self-actualization
- parent (counselor)/child communication skills
- exercise programs: Cooper's point system
- aerobics of cardiovascular fitness
- modes of flexibility
- medical emergencies
- spiritual or philosophical values
- drug abuse

Individual Development Programs and Support Groups. Assuming that each staff member will be completing "A Personal Lifestyle Assessment" and "Individual Action Plan", you may wish to create a series of individual development programs and support groups to assist staff members in following through on their action plans, either alone or by joining others with similar goals and objectives.

Individual development programs are self-directed plans outlining a sequence of activity related to a particular objective. Familiar examples of such programs are the various approaches used to quit smoking, diet, begin regular exercise, etc. Individual development programs can be designed, however, for any objective by defining the strategies, activities, and schedule inherent in fulfilling that objective.

Support groups provide an opportunity for people with similar objectives to meet periodically, share their feelings and ideas about some aspect of their lifestyle action plan, develop and experience activities related to the stated objective, and provide support and encouragement to each other when needed. The support group is in essence the creation of a mini-culture in which one builds with others new norms to support the desired health practice. Thus, a support group for persons who wish to lose weight might collectively discuss their feelings and behavior related to being overweight, examine eating and exercise patterns, measure body fat, develop individual weight loss goals, set up energy intake (food) and expenditure (activity and exercise) plans for each individual, and celebrate the result at the end of the designated time period.

Individual development programs and support groups may be built around many of the topics outlined in the staff development section. The list is limited only by the drive and creativity of the participants.

Resource Center. It is strongly recommended that you define an area in camp as the Wellness Resource Center. This center should be accessible to all staff members. There should be room for storage and display of books, materials, and equipment relating to wellness. It is not necessary, however, that the setting be segregated from the camp library, if one currently exists. The purpose of the center is to provide campers and staff with information and ideas and to generate excitement and interest in healthful living. The Wellness Resource Bibliography located in the Appendix to this guide provides a listing of possible books, movies, and sources of miscellaneous teaching aids for inclusion in the center. (Note that books containing activity ideas and those recommended for initial purchase are so designated.)

Implementation Level

Creating Supportive Environments.

Sufficient mention has previously been given to supportive environments and will not be repeated here. The "Camp Culture Inventory" has provided you with a means to assess your camp for areas which you believe are conducive or detrimental to wellness. Consequently, you may have already considered some possible steps towards creating a more supportive environment. Once finalized, ensure that such steps are implemented prior to camper and staff arrival. In addition, be careful not to publicize a change until such change is completed or will in fact occur. Aside from embarrassment, contradictions can inhibit the acceptance of the wellness philosophy. Campers and staff, for instance should not be informed that they will be provided with nutritional food choices unless you are prepared to make whatever changes are necessary in the camp menu to consistently provide such choices.

Some areas for creating supportive environments include:

- staff and administrative policies
- food service
- daily schedule
- program offerings
- community meetings (held periodically to process concerns, share ideas, etc.)
- staff development programs
- camper policies communicated to parents (e.g. contents of "care" packages)
- support groups for campers and staff
- miscellaneous reinforcements (college credit for staff-developed programs; posters in cabins and camp buildings; display boards at various sites highlighting some component of wellness, such as the value of swimming as an aerobic activity at the waterfront; camper log or journal)

Recruiting and Selecting Staff.

The adoption of wellness programming may necessitate some changes to your present staff recruitment and selection strategy.

In selecting staff you should seek people who ideally demonstrate a commitment to a

wellness philosophy and whose lifestyle practices reflect that philosophy (exercise regularly, don't smoke, communicate effectively, are concerned for others, etc.). It is not necessary, however, that prospective staff members epitomize wellness in all they say and do, but rather that they be willing to support a community which values healthful living and that they genuinely desire to improve their individual lifestyle practices and those of the campers.

In order to attract such applicants, it is recommended that the wellness approach to camping be communicated to colleges and universities that traditionally provide significant numbers of staff. Departments of Nutrition, Health, Physical Education, Recreation, and Environmental Education will undoubtedly be interested in the wellness concept and willingly support your recruitment efforts. Such departments can also be helpful in designing programs for individual students interested in seeking credit for their summer experiences. Don't forget to fully inform previous staff members about the wellness emphasis as they can be excellent vehicles for promotion in their schools and communities.

Recruiting Campers and Communicating with Parents.

There is no need to necessarily search for new avenues in recruiting campers. The wellness concept when effectively presented to potential campers and their parents will undoubtedly serve to heighten interest in summer camping. Societal trends certainly support the wellness theme. Most parents are very receptive to programs designed to help their children find a more happy and healthful lifestyle. The objectives of a wellness program embodied in the six dimensions are very consistent with the expectations of most parents. And, youth are willing and eager to join a community where caring and fun are emphasized.

The slide presentation accompanying this guide was prepared to assist you in communicating the wellness concept to staff, parents, and interested community members. In addition, promotional materials should include a description of the meaning of wellness, its place in the camp setting, the camp's goals in the area of wellness living, and some specific steps being implemented during the approaching camping season which are designed to meet those goals.

Staff Orientation.

Staff training/orientation can be designed in a variety of ways, depending upon the time available, the goals and objectives established, and the background and skills of the workshop leaders, resource people, and the staff as a whole. It is recommended, however, that you *not* devote a separate workshop specifically to wellness. Wellness must not be viewed as separate from but rather integral to all facets of camp.

As with all aspects of staff training, representatives from various levels of the staff should ideally develop and present the training for their colleagues; outside resource people should be used in support functions only. This will avoid the appearance of the wellness program being imposed on the camp by a group of "outside experts".

It is further recommended that the orientation period be as experiential as possible. Your staff should have an opportunity to examine their personal lifestyle, expenence various wellness activities (perhaps through role play), develop individual lifestyle plans, find support with one another for the kind of lifestyle changes they would like to make during the summer, and develop some wellness activities of their own for use with their campers.

Finally, do not discourage those staff who believe they have been practicing and promoting a wellness lifestyle personally and with campers without necessarily calling it "wellness". To avoid alienating these "wellness veterans" you might (1) acknowledge what they have been doing, (2) explain that there *is* something new, i.e., the building of a camp community wellness culture, and (3) include as many of them as possible in developing and conducting the staff training sessions. There will probably be a number of returning and new staff as yet unfamiliar with and/or uncommitted to a wellness lifestyle for whom the support of the "veterans" will be helpful.

Specifically, the design of staff orientation might include the following:

- an explanation of wellness and the influence of norms and culture on one's lifestyle
- an opportunity for staff to evaluate their own lifestyle and the norms in their home/school culture
- a definition of the camp's philosophy and goals related to wellness
- clarification of each staff member's role as a model, and an explanation of the importance of working together to create a supportive wellness environment (a new culture)
- an opportunity to experience some wellness activities
- an opportunity to role play some wellness activities from the Counselor's Manual and to develop additional camper activities
- an opportunity to develop their own personal summer wellness action plan
- an opportunity to share ideas and develop a wellness curriculum plan for use with their campers

Introducing Wellness to Campers.

Wellness can be introduced to your campers in a variety of ways, including:

- promotional materials and various communications sent to parents, creating an awareness of what to expect
- the camp culture and program elements which reflect the wellness philosophy
- camper observation of his or her counselor as a role model
- a camper log or journal providing opportunities for reflection and written expression
- a personal lifestyle assessment and action plan, such as the "Building Wellness Rainbows" packet designed for use by the counselor with his/her campers

As mentioned earlier, to be effective wellness must be presented without exaggeration and hoopla. As campers daily experience new choices and activities within the general camp structure, the camp's culture becomes the most effective medium in transmitting wellness. That

influence is further strengthened by the camp counselor as a person modeling a wellness lifestyle.

The purpose of the wellness activities and ensuing discussions is to crystallize each camper's awareness of wellness lifestyles by providing opportunities to experience, reflect on, and verbalize. Verbalization facilitates the conceptualization of a wellness philosophy which is an important step in adopting a new lifestyle. Care must be taken, however, lest the discussion supplant the experiential value of activities.

Evaluation And Renewal Level

Evaluation is an ongoing process with the objective of continually enhancing the quality of a program. It is a process which can be shared by staff, campers, and parents. Listed below are some ideas that might be considered in evaluating wellness programs. Sample evaluation forms are located in the Appendix.

THE CAMPERS

a. Health knowledge, attitude and lifestyle assessment (such as that provided in the "Building Wellness Rainbows" packet, or the "Camper Wellness Questionnaire" appearing in the appendix)
b. Camper comments
c. Counselor evaluation of campers ("Counselor Wellness Monitoring Form")
d. Feedback from parents ("Parental Survey Form")

THE STAFF

a. Self-evaluation ("Wellness Lifestyle Review")
b. Counselor comments
c. Evaluation by superiors and peers

THE CAMP

a. The "Camp Culture Inventory" as completed by staff
b. Program evaluation by staff and campers
c. Comments and suggestions expressed at community meetings
d. Assessment via specific measures (e.g. use of wheat bread versus white, quantity of sugar consumed, numbers of staff and campers participating in development programs and support groups, participation in "fun runs")

It is recommended that the camper lifestyle assessment questionnaire not be used to measure changes in attitudes, behavior, or knowledge in a pre-test/post-test fashion. Statistically significant differences will probably not emerge during the course of a camping session, and a "testing" atmosphere can weaken attempts at creating a supportive (success) environment.

A significant measure of the impact of the wellness program on campers is a self-evaluation by campers coupled with parental feedback, both solicited several months after the camper has returned home.

The evaluation of staff and the camp is a delicate procedure, and one which should be conducted with sensitivity, mutual respect, and with a strong community spirit. Hopefully, all members of the staff can approach evaluation procedures in a constructive and open fashion, seeking to strengthen and reinforce rather than to blame or be critical.

Renewal is a two-fold process involving, first, a continual improvement of the wellness program based on data obtained from the evaluations and, second, the continuation of some kinds of activity which keeps wellness active in the lives of campers, their families, and staff between camp seasons. Renewal of the camp involves a repetition of the cycle of analysis, support, program development, implementation, and evaluation. It is a process in which the concerns of staff, campers, and parents can be responded to and acted upon when appropriate.

Renewal for campers and parents can be partly achieved by periodic communication during the year, perhaps in the form of a newsletter. The newsletter might include a report of the evaluation results of the previous summer's programs and plans for the ensuing season. It might also contain ideas for wellness activities that the family can do together such as a nutritional recipe, a stress relaxation technique, a communication exercise for the family members, or a values clarification activity. Parents can also be asked to submit ideas about wellness in the home. A newsletter committee consisting of parents, camp staff, campers, and members of the camp committee could thus provide the means to keep wellness and camp enthusiasm alive and growing throughout the year.

APPENDIX

Individual Action Plan

Almost all of us have a number of health practices which could stand improvement and in which improvement is possible. The Individual Action Plan, consisting of six parts, is designed to help people develop their own personal health plans. If you wish, you may share your plan with others; such sharing can often provide you with additional support.

I. A Checklist of Possible Areas for Improvement

Below are listed a number of areas that you have already considered in evaluating your health practices. Indicate the areas that you feel need improvement by placing check marks in the appropriate boxes. For those areas you have checked, indicate the priority that you are giving to them on a scale of 1-5 with 5 being highest priority. In the third column summarize the improvements that you are seeking

Area	Needs Improvement	Priority	Objectives
Enjoying Fitness:			
Aerobic exercise			
Stretching & muscle toning			
Eating Well:			
Nutrition			
Weight control			
Taking Care of Myself:			
Smoking			
Misuse of alcohol			
Drug abuse			
Health knowledge and use of medical resources			
Safety			
Enjoying Life:			
Stress control			
Relaxation			
Personal fulfillment			

Mental Health
Life planning
Relating to Others:
Mutual, rewarding relationships
Sharing feelings
Handling conflict
Caring for others
Being Part of the World
Making a contribution
Environmental sensitivity
Spiritual awareness

II. Level of Commitment to Change

As you consider your present motivation for bringing about a change in your health practices, which of the following statements most accurately describes your present position?

- ☐ I am completely committed to making these changes and am prepared to do whatever is necessary to bring them about.
- ☐ I am committed to making these changes and am prepared to exert a reasonable amount of effort to bring them about.
- ☐ I am somewhat interested in making these changes, but I probably am not ready yet to give them a high priority in my life.
- ☐ I am not sure whether or not I would be interested in making changes.
- ☐ I definitely have no interest in making changes at this time.

III. Expected Level of Difficulty

As you consider the level of difficulty that you expect to encounter in achieving the change objectives you have set for yourself, which statement most closely reflects it?

- ☐ Very difficult
- ☐ Difficult
- ☐ Somewhat difficult
- ☐ Not too difficult (Easy)
- ☐ Not at all difficult (Very easy)

IV. Anticipated Gains and Potential Losses

List below what you expect to gain from being successful in achieving the objectives you have set for yourself.

1. _____

2. _____

3. _____

4. _____

If you decide not to change or if you are not successful in bringing about change, list below the negative consequences that you expect might accrue as a result.

1. _____

2. _____

3. _____

4. _____

V. Level of Support

What level of support do you expect from the various groups that you belong to in working towards your planned changes?

☐ A high level of support
☐ A moderate level of support
☐ Very little support
☐ No support

VI. Some First Steps That I Am Considering

Changes, no matter how great, always have to take place one step at a time. As a first step, you might want to list your concerns in an order of priority so that you might better organize your planning and work in that order. List your most important concern on line 1, with less important areas following.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

What specific first steps could you take within the next few days, weeks or months, to deal with the areas of concern that you have listed above?

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

Personal Lifestyle Assessment Inventory

Instructions

The achievement of a wellness lifestyle is a dynamic, ongoing process. This inventory is designed to help you to think through your own wellness practices and to implement a program for improvement and change. In completing the inventory, it is important to remember that for most of us there is a great deal that we can do to improve our wellness lifestyle. Try to answer the questions as candidly as you can so that they can provide a sound basis for planning your own personal wellness program.

For each of the items you are asked to circle the number before the item that best indicates your current level of achievement. A "one" indicates a low level of achievement, and a "five" a high level. A checkmark in the OK column indicates that you are satisfied with your present level of achievement, while a checkmark in the "Needs Improvement" column suggests that there is more in this area that you would like to accomplish.

Level of Achievement						**Level of Satisfaction**	
Low					**High**	**OK**	**Needs Improvement**
						Dimension I Enjoying Fitness	
1	2	3	4	5	1. Exercising rigorously no less than twenty minutes at least three times per week.	☐	☐
1	2	3	4	5	2. Exercising regularly in such a way as to keep my body flexible and my muscles in tone.	☐	☐
1	2	3	4	5	3. Choosing to walk or ride a bike rather than use motorized vehicles whenever possible.	☐	☐
1	2	3	4	5	4. Making physical activity (walking, bike riding, swimming, sports, hiking, physical labor, etc.) a regular part of my life.	☐	☐
1	2	3	4	5	5. Monitoring my fitness level periodically by checking resting pulse and recovery pulse rates.	☐	☐
						Dimension II Eating Well	
1	2	3	4	5	1. Enjoying nutritious food and maintaining a healthy appetite.	☐	☐
1	2	3	4	5	2. Keeping my weight within five pounds of the weight recommended for a person of my height, muscle condition and body size.	☐	☐
1	2	3	4	5	3. Consciously limiting the intake of salt, fat, caffeine, cholesterol, saccharin, red meats, refined foods, chemicals and sugar in my daily diet.	☐	☐
1	2	3	4	5	4. Consciously limiting the amount of "junk foods" included in my diet.	☐	☐
1	2	3	4	5	5. Making sure that fresh fruits and vegetables, whole grains and nonprocessed foods form a significant portion of my daily diet.	☐	☐

Dimension III Taking Care of Myself

Smoking, Alcohol, and Drugs

1 2 3 4 5	1. Not smoking or, if a present smoker, limiting myself to no more than four cigarettes per day.	☐	☐
1 2 3 4 5	2. Striving to drink no more than two alcoholic drinks in a single day and maintaining some alcohol-free days.	☐	☐
1 2 3 4 5	3. Not allowing alcohol or drugs to interfere with my enjoyment of life.	☐	☐
1 2 3 4 5	4. Not using drugs except with great caution and with medical supervision as appropriate.	☐	☐

Medical Self-Care and Safety

1 2 3 4 5	1. Having a good knowledge of self-health care including breast self-examination for women.	☐	☐
1 2 3 4 5	2. Having a regular health screening or medical examination.	☐	☐
1 2 3 4 5	3. Having my blood pressure and cholesterol levels checked regularly and following my physician's recommendations regarding them.	☐	☐
1 2 3 4 5	4. Making effective use of medical and dental resources and following medical and dental recommendations that are made to me.	☐	☐
1 2 3 4 5	5. Inquiring further when medical and dental recommendations are not clear or don't seem appropriate.	☐	☐
1 2 3 4 5	6. Brushing and flossing my teeth and gums regularly.	☐	☐
1 2 3 4 5	7. Following good safety practices and avoiding unnecessary risks.	☐	☐
1 2 3 4 5	8. Not driving recklessly, over the speed limit or when I am under the influence of alcohol or drugs.	☐	☐
1 2 3 4 5	9. Not driving with another person who drives recklessly, exceeds the speed limit or is under the influence of alcohol or drugs.	☐	☐
1 2 3 4 5	10. Wearing seatbelts or shoulder harnesses.	☐	☐

Dimension IV Enjoying Life

Relaxation and Stress

1 2 3 4 5	1. Achieving a good balance between work, play, and relaxation.	☐	☐
1 2 3 4 5	2. Making successful use of a personally satisfying relaxation technique on a regular basis.	☐	☐
1 2 3 4 5	3. Being able to say "no" to demands on my time when saying "yes" would interfere with my health.	☐	☐
1 2 3 4 5	4. Being able to schedule activities in such a way that I don't end up overscheduled and harrassed.	☐	☐
1 2 3 4 5	5. Being able to accept and constructively deal with my own feelings and the feelings of others.	☐	☐
1 2 3 4 5	6. Being able to deal promptly and constructively with problems without allowing them to get in the way of my enjoyment of life.	☐	☐
1 2 3 4 5	7. Feeling free to professional help with emotional problems when necessary.	☐	☐

Self-realization

1 2 3 4 5	1. Feeling good about myself.	☐	☐
1 2 3 4 5	2. Feeling glad to be alive.	☐	☐
1 2 3 4 5	3. Enjoying work.	☐	☐
1 2 3 4 5	4. Enjoying family and/or friends.	☐	☐

Dimension V Relating to Others

1 2 3 4 5	1. Having a sincere, positive, caring relationship with at least one other person.	☐	☐
1 2 3 4 5	2. Being able to communicate effectively with others, especially those persons with whom I have most frequent contact.	☐	☐
1 2 3 4 5	3. Being able to trust myself and others enough to share my feelings in the context and at the time in which they occur.	☐	☐
1 2 3 4 5	4. Being able to deal in conflict situations in ways which insure the integrity of each person involved.	☐	☐
1 2 3 4 5	5. Being able to conduct my personal and business affairs in ways which are non-manipulative and mutually satisfying.	☐	☐
1 2 3 4 5	6. Allowing myself to love, thus cherishing and enjoying the happiness and welfare of others as I do my own.	☐	☐
1 2 3 4 5	7. Being fulfilled in the nature of my relationships.	☐	☐

Dimension VI Being Part of the World & At One With the Universe

1 2 3 4 5	1. Having a positive sense of community with at least one group of people with whom I am in close and frequent contact.	☐	☐
1 2 3 4 5	2. Making a positive contribution to the lives of those around me.	☐	☐
1 2 3 4 5	3. Making a positive contribution to the world through the quality and integrity of the work I do, my concern and efforts to improve the quality of life, and through the example I set as a human being.	☐	☐
1 2 3 4 5	4. Helping to preserve our environment by assisting with the conservation of resources on personal, business, and political levels.	☐	☐
1 2 3 4 5	5. Meeting my needs for spiritual growth through a consideration of a personal belief system.	☐	☐
1 2 3 4 5	6. Taking time regularly to renew and experience the spiritual aspects of my life and actively sharing myself in some spiritual way with others.	☐	☐

The Camp Culture Inventory

Health Norm Indicator*

IT IS A NORM IN OUR SCHOOL FOR KIDS TO:

Nutrition

1. Prefer candy or potato chips to nutritional foods.
2. Skip breakfast.
3. Not care much for nutritional foods.
4. Prefer a piece of candy to a piece of fruit.
5. Not pay much attention to the nutritional values of the foods they eat.
6. Prefer soda and sott drinks to milk.
7. Drink a lot of cola drinks.
8. Not know much about nutrition.
9. Fill up on snack foods so that they are not hungry at dinner time.
10. Have candy and other sweets offered to them as a reward for being good.

Weight Control

11. Tend to be slightly overweight.
12. Prefer high calorie desserts to nutritious low calorie foods.
13. Be encouraged to eat more than they want or need.
14. Have parents who sometimes see kids as being healthier if they are a little overweight.

Safety

15. Not pay too much attention to safety regulations.
16. Cross in the middle of the street rather than on the street corners.
17. Ride bicycles on the wrong side of the road.
18. Take risks with their skate boards which could injure them.
19. Use their skate boards in unsafe places.
20. Take unnecessary risks when bike riding.
21. Not to know the proper exits to use in case of fire in their homes.
22. Not to practice proper safety regulations for bike riding and other sports.
23. Not to wear seat belts when they ride in the car.
24. Not to ask drivers to slow down when they are going beyond the speed limit or driving unsafely.
25. Not to carry a light or wear light colors on the road at night.
26. Play with matches or to set fires just for the fun of it.
27. Leave things around where others might stumble on them.
28. Play in dangerous areas.
29. Ride bikes that are in poor state of repair.
30. Not to be sufficiently careful around stoves or when heating water or other liquids.
31. Not to have emergency first aid training.
32. For kids who don't know how to swim to be around water without life jackets.

Human Potential Norms and Life Planning

33. Not to live up to their potential in school or in other activities.
34. Not to have as much fun as they could.
35. Not to enjoy life sufficiently.
36. Not to make use of the time and talent that they have available to them.
37. Not to see themselves as being as capable as they really are.
38. Not to plan a proper balance between work, play and relaxation.

Mental Health

39. Worry a lot.
40. Keep their problems to themselves rather than to discuss them with people who might be able to help them.
41. Keep their anger held in rather than to express it constructively.
42. To be concerned about seeking help because other people would think them crazy.
43. To put off dealing with problems promptly when they occur.
44. To see mental health problems as something to be ashamed of and hidden.
45. Not to have as much fun as they could.

*The Health Norm Indicator is part of the "Lifegain" program designed by the Human Resources Institute of Morristown, New Jersey. It can be used with campers and staff to dramatize the influence of norms on individual behavior within a specific environment, such as the school. A similar indicator might be developed for the camp setting. Each of the following statements is designed for a "yes/no" response.

Smoking

46. Consider smoking to be OK.
47. See smoking as a sign of being grown up.
48. To smoke because other kids do.
49. Not to be sufficiently aware of the health dangers of smoking.

Human Relations

50. To treat other kids less well than they might.
51. To put other kids down when they are different than they are, or disagree with them.
52. To make fun of kids who have problems or difficulties.
53. Not to give sufficient time to building good relationships with their friends.

Exercise

54. To fail to get sufficient exercise each day.
55. Not to have a regular exercise program.
56. To spend more of their time as spectators of sports on TV or elsewhere rather than as participants.
57. To look at exercise as primarily associated with sports.

Sleep

58. Not to regularly get a minimum of eight hours of sleep a night.

Health Knowledge and Self Care

59. Not to know as much about health and positive health practices.
60. To look upon "health" as just a boring school subject.
61. Not to pay sufficient attention to proper teeth care.
62. Not to keep clean.

Alcohol and Other Drugs

63. See the use of alcohol as being grown up and mature.
64. Look upon over-drinking as being OK.
65. Drink or use drugs because other kids do.
66. To see the use of drugs as being OK.

Stress

67. To be under a great deal of stress most of the time.
68. Not to know much about the dangers of stress and what to do about it.

Wellness Objectives Within A Spirit, Mind, Body Framework

A. BODY Each camper will be given an opportunity to:
1. Improve endurance,
2. Understand the role of physical fitness,
3. Understand the role of self-care and prospective living,
4. Understand the relationship between emotions (feelings) and physical health,
5. Monitor some of the body functions (blood pressure, pulse rate, etc.),
6. Make a personal assessment of his/her personal fitness.

B. MIND Each camper will be encouraged to develop skills in:
1. Self-awareness,
2. Self-responsibility,
3. Value clarification,
4. Decision-making,
5. Coping without drugs (legal and illegal),
6. Relaxation techniques,
7. Communications skills.

C. SPIRIT Each camper will be given an opportunity to consider the following topics from an ecumenical point of view:
1. Interpersonal relationships,
2. Family relationships,
3. Individual responsibility for the environment,
4. The role of Christian principles in daily living,
5. Personal integrity,
6. Self-actualization.

Counselor Wellness Lifestyle Review

This questionnaire is a means for you to (1) reflect on your progress with wellness planning for yourself and your campers and (2) to help us support your efforts. Please respond candidly and constructively. Your responses will *not* be used for the purpose of staff evaluation.

1. Were you able to meet your goals this camping period with respect to wellness lifestyle planning for yourself? YES NO
2. Were you able to meet your goals this camping period with respect to wellness lifestyle planning for your campers? YES NO
3. Have you used activities from the Counselor Wellness Manual? YES NO
   If so, which ones?

   _____

   _____

   How did they work?

   _____

   _____

4. Have you utilized the Wellness Resource Center? YES NO
5. Have you developed additional wellness activities of your own? YES NO
   If so, have you shared the experience with other staff? YES NO
6. Have your campers been using their camper log? YES NO
   How often?

   _____

   _____

   What happened?

   _____

   _____

7. Please check the dimensions of wellness in which activities occurred with your campers this camping period.
   - ☐ Enjoying fitness
   - ☐ Relating to others
   - ☐ Enjoying life
   - ☐ Being part of the world
   - ☐ Taking care of ourselves
   - ☐ Eating well
8. Do you need help in planning and/or implementing wellness activities? Please specify.

   _____

   _____

   _____

9. What changes do you feel are prerequisites for making wellness a real part of your lifestyle at camp?

   _____

   _____

   _____

10. What changes do you feel are prerequisites for making wellness a real part of your campers lifestyle at camp?

    _____

    _____

    _____

Camper Wellness Monitoring Form

The purpose of this form is to provide a measure of the effect of our wellness program on our campers. The form should be completed by the cabin counselor for each camper at the conclusion of each camping session.

In the spaces provided, please indicate *significant changes* in the camper's attitude and/or behavior that relates to the wellness concept indicated. Do not feel compelled to complete each and every category or to include only favorable comments; we are interested in your accurate reflections.

Camper Name _____ Counselor _____ Period_____

A. SELF-RESPONSIBILITY (Recognition that his/her feelings, attitudes, and actions are determined by him or her.)

_____

_____

_____

B. PHYSICAL FITNESS (Appreciation for activity oriented programs.)

_____

_____

_____

C. ENVIRONMENTAL SENSITIVITY (Appreciation of the influence of the physical, social, and personal environments on his or her well-being.)

_____

_____

_____

D. STRESS MANAGEMENT SKILLS (Understanding of what constitutes stress in his or her life and how to effectively recognize and deal with it.)

_____

_____

_____

E. NUTRITIONAL AWARENESS (Conscious awareness and choice of food habits and practices.)

_____

_____

_____

F. RELATIONSHIPS WITH OTHERS (Actively and consistently endeavoring to maintain positive and constructive relationships with fellow campers and staff.)

_____

_____

_____

G. SPIRITUAL AWARENESS (Sensitivity towards the spiritual aspects of life.)

_____

_____

_____

Camper Wellness Questionnaire

INSTRUCTIONS: For questions 1 to 6, circle the answer which you believe to be most correct.

1. Physical fitness means (a) big muscles, (b) not being sick, (c) looking good, (d) strong heart and lungs.
2. What happens to the heart with regular, hard exercise? (a) it wears out, (b) it gets stronger and works better, (c) it gets bigger, (d) nothing.
3. What is the pulse rate? (a) the number of times you breathe every minute, (b) the same thing as your blood pressure, (c) the number of times your heart beats in a minute, (d) your age plus 10.
4. Exercise which strengthens the heart and lungs is most easily achieved by (a) weight lifting, (b) yoga, (c) continuous vigorous activity (such as running, biking, swimming), (d) team sports such as baseball and football.
5. Which of the following are needed to reach total physical fitness? (a) proper nutrition, (b) enough rest, relaxation, and sleep, (c) daily exercise and recreation, (d) restricted use of drugs, tobacco, and alcohol, (e) all of the above.
6. An example of a snack food with "empty calories" (calories without any nutritional value) is (a) fruit, (b) nuts and raisins, (c) raw vegetables, (d) soda, potato chips, candy, etc.
7. If given the choice, I would pick (for each pair, choose either column A or column B):

Column A		Column B
☐ white bread	or	☐ whole grain bread
☐ unsweetened fruit juice	or	☐ coke
☐ candy	or	☐ raisins and nuts
☐ low fat milk	or	☐ whole milk
☐ non-sugared cereal	or	☐ sugared cereal
☐ french fries	or	☐ baked potato
☐ fruit	or	☐ chocolate cake
☐ fish	or	☐ hamburger
☐ sugar	or	☐ honey

8. Smoking makes my heart beat faster and work harder and is harmful to my lungs. TRUE FALSE
9. It's important to know what I feel and to be able to talk to someone about my feelings. TRUE FALSE
10. I feel ☐ very good, ☐ just okay, ☐ not-so-good about my relationships with other people.
11. One thing I would like to change about myself is _____

_____

_____

_____

12. Some ways in which I care for myself are _____

_____

_____

_____

Note: This questionnaire was designed not to test camper's knowledge, behavior, or attitudes but rather to initiate interest in the dimensions of wellness and to serve as a vehicle for camper/counselor discussions early in the camping session. The questions may need modification to suit the background and age of camper groups.

CAMP_____

Parent Evaluation Form

In order to evaluate our camping program, the following questionnaire is being sent to a random selection of parents with children who attended our summer resident camps. Won't you please take a few minutes to complete the questions and return the form to us in the enclosed envelope? Your responses will be most helpful. Thanks in advance.

Camper's age_____ Camper's sex_____ Attended camp from_____to_____

Please respond to questions 1 thru 3 using a five-point scale (5 = excellent; 4 = good; 3 = satisfactory; 2 = fair; 1 = poor).

1. What is your opinion of our counselors and staff? _____
2. How well were the following objectives accomplished with your child?
   - — to increase camper's sense of self-confidence, self-worth, and uniqueness as an individual _____
   - — to develop an appreciation of cultural and ethnic differences _____
   - — to increase levels of understanding between people of different backgrounds _____
   - — to develop camper's independence through his/her accepting new responsibilities _____
   - — to increase camper's sense of spiritual awareness _____
   - — to involve campers in activities that increase physical skills _____
   - — to teach campers to be effective members of a group _____
   - — to help campers understand the choices involved in developing healthful and happy lifestyles ("wellness") _____
3. What is your opinion of the camp program? _____
4. Did camp meet your expectations? Yes_____ No_____
   Did camp meet your child's expectations? Yes_____ No_____
5. Did the camp program meet your child's needs? Yes_____ No_____
6. Did your child learn any new skills at camp? Yes_____ No_____
   If "yes", please describe _____
   _____
7. Do you feel your child received the necessary attention while at camp? Yes_____ No_____
   Comments: _____
   _____
8. Do you understand the purpose and objectives of our "wellness" program? Yes_____ No_____
9. If "yes", do you support our efforts to develop this program in the camp setting? Yes_____ No_____
10. Place a plus (+) next to those items that your child liked the most and a minus (−) next to those he/she liked the least.

____waterfront	____cabin devotions/discussions	____new friends
____horseback riding	____nature lore	____counselor
____arts & crafts	____sports	____canteen
____overnights	____cabin activities	____wellness activities

Other:_____

11. The food at camp seemed to be:

____good	____nutritious	____plentiful
____repititious	____fair	____poor
		____insufficient

other_____

12. What changes in nutritional habits have you noticed since your child's return home from camp?

____helps plan menu	____reads food labels
____eats less candy	____willing to try different foods
____eats more fruits	____selects skim or low fat milk
____selects non-sugared cereal	____drinks less sugared soda
____eats more vegetables	____selects wheat bread
____eats less sugar	____none

13. What changes in attitude or behavior have you noticed since your child's return home from camp?

____decision-making skills	____willing to discuss thoughts/concerns
____working cooperatively with others	____becoming more independent
____concern for nutritional foods	____interest in physical activity
____assertive in a polite way	____ability to relax
____accepting responsibility for actions	____reacting to other's opinions
____showing concern for others	____no changes noticed

14. My child has initiated discussion in the following topics since returning from camp:

____pollution control	____relaxation	____spiritual interests
____energy conservation	____counselors	____health habits
____outdoor activities	____wellness	____friends
____physical exercise	____food	____sexuality
____smoking	____alcohol	____drugs
		____none

15. In what ways do you feel we can best improve the camps' programs?

_____

_____

_____

16. Please enter any additional comments you may have which will be helpful in planning next year's camp.

_____

_____

_____

17. Will your child return to camp next summer? ____Yes ____No ____Undecided

18. How did you first hear about summer camping at Camp _____?

____brochure	____through local "Y"
____newspaper publicity	____brother/sister went last year
____child went last year	____other activities at camp
____through a friend	____slide presentation at "Y"

Sample Weekly Schedule

TIME	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
7:00		Aerobics/ Flexibility	Aerobics/ Flexibility	Aerobics/ Flexibility	Aerobics/ Flexibility	Aerobics/ Flexibility	Aerobics/ Flexibility	Aerobics/ Flexibility
7:45		Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:30 Morning Watch		Cabin "Rules"	Dealing with anger	Environmental ethics	Solitary moments	Personal integrity	Peer pressure	
8:45		Cabin clean-up	Cabin clean-up	Cabin clean-up	Cabin clean-up	Cabin clean-up	Cabin clean-up	Cabin clean-up
9:30		Activity I	Activity I	Activity I	Activity I	Activity I	Activity I	Chapel
10:45		Activity II	Activity II	Activity II	Activity II	Activity II	Activity II	Cabin sensi-tivity hike
12:00		Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner
1:00	CHECK-IN	Rest Hour	Rest Hour	Rest Hour	Rest Hour	Rest Hour	Rest Hour	Rest Hour
2:00 "Feeling Good"		Feelings and health	Nutrition	OVERNIGHT	Pulse rate & smoking	Relaxation	Safety	First aid
3:15		Activity IV	Activity IV		Activity IV	Activity IV	Activity IV	Activity IV
4:30		Activity V	Activity V		Activity V	Activity V	Activity V	Activity V
6:00	Supper	Supper	Supper		Supper	Supper	Supper	Supper
7:00	Wellness Questionnaire	Evening Program	Evening Program		Evening Program	Evening Program	Evening Program	Evening Program
8:30 Devotions	Cabin Cooperation	Self-Awareness	Adventure	Night Hike	Solitude	Acceptance	Friends	Giving
9:15	Taps	Taps	Taps	Taps	Taps	Taps	Taps	Taps

Activity periods include variety of athletic games (soccer, lacrosse, basketball, etc.), acquatics, crafts, horseback riding, environmental education, photography, etc.

"Feeling Good" period may be scheduled during any activity period. During this period the counselor-designed wellness program will occur. Sample activities appear in the Counselor Wellness Manual.

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YOUR OWN WORST ENEMY (Stress), Southerby Productions, Inc., Long Beach, Ca.

Additional Sources of Information

American Alliance for Health, Physical Education, Recreation and Dance, 1201 16th St., N.W., Washington, D.C., 20036

American Cancer Society (local chapter)

American Heart Association (local chapter)

American Home Economics Association, 2010 Massachusetts Ave., N.W., Washington, D.C., 20036

American Lung Association (local chapter)

American Medical Association, 535 North Dearborn St., Chicago, Illinois, 60610

Center for Science in the Public Interest, 1755 S. Street, N.W., Washington, D.C., 20009

Fitness Finders, 178 E. Harmony Road, Spring Harbor, Michigan, 49283

National Dairy Council, Rosemont, Illinois, 60018

National Heart, Lung, and Blood Institute, National Institutes of Health, Department of HEW, Bethesda, Maryland, 20014

National YMCA Program Materials, 291 Broadway, New York, N.Y., 10007